Response to Intervention
Cohort training session:
MTSS: Integrating Academic and Behavior Intervention
Into a Single System

Session 4

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Response to Intervention
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Session_4_3_9_2012.mp3 - Welcome

Dr. George M. Batsche, Professor and Co-director   –   1:00 pm – 3:00 pm
Institute for School Reform
School of Psychology Program
University of South Florida

Developing Action Plans for Implementation

A Program Evaluation Model to Sustain Implementation

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Dr. Batsche: How many of you had the strawberry stuff? Awesome. I actually had some of it too. So if you had the strawberry stuff you're sugar loaded, and if you have any penchant towards ADHD we should see it coming out.   I saw people out there getting coffee and tee, and I thought oh my gosh they think they're gonna have a hard time staying awake for this last kind of clubhouse turn. So we'll have to see somebody told me, like good news for me that, president Obama is at the Richmond airport. I'm like leave, please leave. And leave fast. Okay. I just want to go through a couple of more things here.

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Dr. Batsche: And then we'll move to the action planning. Measuring the infrastructure development, what tools do you have in place? The second section of the SAPC (?) measures that, and the benchmarks of quality measures that. And you basically use it the same way. We're not gonna go over that, but you can look at the second part of that SAPC (?) if you wish, and it's basically asking the degree to which you have the critical elements for implementing this aligned model. And this is just some data, what it looks like from a time perspective. There is something else I was gonna, oh I mentioned this to some people yesterday, and I can't remember whether I mentioned it in public or not, I think I did but that's okay I'll have to repeat it. That when implementation of RtI is put into the principals annual performance plan it accelerated implementation by up to two years.

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Dr. Batsche: Okay I guess I didn't mention it based upon the reaction. So let me tell you how that's done. So the team here filled out the SAPC (?), they identified where

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they are, fi the principal has in his or her annual performance plan, the implementation of RtI, this group then also decides on what a goal would be for implementation at the end of the year. Based upon how much support they have, how much professional development they plan, all of the data you have on the skills, beliefs, those types of things. Your selection as a school of that goal is what goes into the principal's annual performance plan. Not a district imposing the goal on you. So there is some self-determination there, and because that's done as a team, hopefully the team is not trying to do in the principal.

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Dr. Batsche: I say that hopefully, because I'm not always sure it's not the case. But in essence the team has come to this as a group decision, so they'll work to make that a team goal as well. So that involves the stakeholders and the planning, and we know that increases the likelihood of actually doing it. I want to talk for just a couple of minutes about the professional development around this aligned model. We have six components to our professional development around this aligned model. I briefly mentioned them before, but all are included in this. Now do you folks have in Virginia, a Virginia professional development template that you have to have all the best practices for professional development in it? Okay, in a number of states, and you could go online if you wished into Google.

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Dr. Batsche: And just put professional development effective practices template or something like that, and you will find at the national level and some states, so in Florida if you want to do professional development, get funding support to do it and what have you, you have to use the template. You have to report data, or you're not gonna get the support to do the spray, pray and go away professional development. So there is process, outcome etc. So these are the six components. We engage in direct instruction. I teach you something. We model it. Show videos, give examples, you then practice it with very specific practice events, so for example. One of them on problem identification is ten statements. And you're just asked to say true or false, each of these statements meets all of the criteria for replacement behavior.

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Dr. Batsche: and they either do or they don't. If you say they don't you have to rewrite it to include those, that's the entry-level skill. Then it moves up to some of the analyses that we showed you here. Where you're given data and you're asked, is it a significant gap? Who would be the target, the whole group, the individual kid? So all of those

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things that we were taught you're then given stuff to find out if you can do those individual components of it. Finally, you're given a case study without the problem ID done. And you're expected to pull everything out of it, and do it. But notice that one skill involves three levels of assessment from the lowest level, basically do you recognize good stuff or not, can you fix it? To the other components, and then actually to doing it yourself. In that process you get feedback. So after each one of those we flash up what those ten statements look like, you compare your answers, we have people do calibration checks.

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Dr. Batsche: And then you apply it to the case study, you end up applying it back in your school, and you're given technical assistance to keep the accuracy level high. So professional development involves a lot of people, it's costly to be done the right way. So those you can ask whether you have those six elements contained in there. Here has been our training sequence, we've trained trainers. And those are people on our project, or however you've got here in Virginia, I know that you have external coaches. You have a lot of stuff the state has done, we then train coaches and principals. And we do that for a reason. Sometimes we try never to train more than fifteen building teams at a time.

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Dr. Batsche: Which would be about 2/3 of this room, because it just gets we can't give enough feedback and all of that kind of stuff. So if we have pre-trained coaches and principals, lets say we've got these two people pre-trained. Then when they bring their team to the training, they've already got two people who can serve as internal coaches to their own team, to do with the external coaches to their own team. Because we just found we could not go around and give enough feedback even with enough people, and the other issue is if we had our external coaches here, and we have those. Then there is no, the external coaches they keep looking to the external coach. I want them looking to their internal resources as the source of support and expertise to do this. So we've found that model works best for us. We then train the district personnel. And that's interesting sometimes.

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Dr. Batsche: We get lots of questions like well do I have to know how to do this, or do I just have to know if it's being done. And I'm like so yeah; so thinking was not required for your job. And the district personnel, the training is a little bit different, because you're focusing on here is what's gonna be happening in the schools, but here is what

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you have to do to ensure that's what's gonna be happening. We then train only school based leadership teams, and the reason I'm spending a little time with this I've had people ask. We do not train school personnel. We can't. And if we go and train em', then you have the same issues with the teams and the staff as you did with the external coach and the staff, so we don't want to do that. I don't think I said this publicly, so I'll give another example. But I mentioned it back in the corner, when I was a building principal we had a guideline in the school.

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Dr. Batsche: If there was a discipline problem, and because we had hundred and ten kids in addition to everybody else with severe behavior and learning problems. And I mean severe. So are entire staff was trained in physical management strategies, I men all of this kind of stuff. We had at one wing we had to convert all the windows to plastic, because desk would go through them, chairs would go through them. And I had a hypothesis that if one of the kids ever got hit by one of those desks, that that would serve as a natural consequence for throwing it. So we replaced the lower level windows with thick plastic. And the first time a kid named Chuck threw his desk, it hit the plastic and came right back at him. And I'm like yes. And Chuck looked at it, of course he was knocked to the floor, Chuck never did that. Now I couldn't do that to Chuck, but there is a natural consequence to bouncing a desk off a wall.

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Dr. Batsche: It might in fact come back and hit you. So we had those kind of kids. So if I was called down to a room, we had a standard protocol. I went into the room, and I always gave the teacher the option, but they knew what the expectation was. I would simply say you or me? And the correct answer was me. The teacher saying that, that meant that I went and took over the class while the teacher resolved the kid. Because if I kept going into classrooms and resolving the issue, that took power away from the teacher. Also didn't increase the teacher's skills for dealing with that, so the same thing operates here. If I go to this team and do all of that, it's about me, and they're not getting, so you really have to think about that dynamic of we want to go in and train people, but the real goal is not to train these people. But to give them the capacity to build up their building, which is more than just getting skills. So you have to talk about those issues, so that's why we do this this sequence.

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Dr. Batsche: And the data infrastructure, so you really can' see this but because Cindi is gonna post this on the site you'll be able to see it better. This and I don't care to point

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out to you the content; this is a three-year professional development plan to do what we've been talking about. And each year has five days of training. But what I want to point out is that there is a curriculum content, it's sequenced and scoped. But for every day of every year, notice that there is data collection that goes along with this. The data collection changes, all those tools that are in that technical manual are included in this. Notice that, day one and two back to back in year one, one entire day is spend on problem identification.

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Dr. Batsche: An entire day. And you're going, how could that ever happen? Well let me tell you, the skill assessments, it's and we score em' right there. It's like okay, lets reteach that again. If we give examples, and I'll show you some data in a moment, if we give examples in the case studies, or in the little quiz that are exactly like we taught, we get high rates of accuracy. If we change it at all, the accuracy level bombs. So it's like they can do exactly what they were taught, but the minute you change it a little bit they can't. So we had planned to do certain things the first year of training. We had to completely re-sequence our professional development because they didn't get it. So we couldn't just push ahead with the next step of it because the data was saying they didn't have the skills to go to the next step.

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Dr. Batsche: So we had to delay it by a half a year to go back and retrain on some of these skills to move forward. So you'll see here that day one is belief survey, perception of practices, and school personnel satisfaction with what they're currently doing, and the current outcomes. Day two, which his back to back with day one, focuses exclusively on problem identification. We give perception of skills, we give the belief survey again, because the short-term attributional retraining literature tells us, and we did this in part because we had the evidence for it but we didn't believe it. And I know that sounds odd, but wanted to locally validate it. That you can give somebody a belief survey do a 2 hour in-service, give em' the belief survey again and their beliefs have changed. It's like seriously. Are they so fragile, I don't know? So we decided to test that because we had thousands of people, and it's true.

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Dr. Batsche: So now the issue is how do you sustain the shift in beliefs. So somebody has come and said, okay I get it with this model I'm not so sure that this old belief I had is still valid. Well once you see the belief shift then you have to be sure to keep reinforcing that, keep providing data, otherwise it'll rubber band right back to where it

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was. It's short-term shift. And you'll see that there is a skill assessments associated with this set of skills, and then we always have a training evaluation that the Florida Department of Education requires it's very specific items. Has to be uploaded into what's called a PTS, a tracking system. Tied to all that stuff, so it's very outcome oriented. I only put the first three days on here. Day three, which is usually day one and two, three, four, five, so we have four, so it's about two and a half months after that first two days.

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Dr. Batsche: They then have to go back and do all sorts of stuff in their schools around that problem identification, we then come back and spend an entire day or more on problem analysis. Notice, I don't know if I have it on here. I don't. Because, oh there is the, there is the rest of it. Press the button dummy. Notice the far right corner. That is day four of year three. Got that? Day four of year three, we finally address special education. And eligibility and all that kind of stuff, because it's all about leading with instruction.

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Dr. Batsche: and that's intentional. Everybody wants to know from the beginning how do I use this for eligibility? And we're like you know what until you're using it really well, and you're competent in it we're not gonna talk about that. Because if you're not competent then we don't want you knowing how to do it. Just cause somebody gave you a knife doesn't mean you're a surgeon okay. So if you can take at how we scope and sequenced this. Now after each of these sessions, so this is two-day session, one, one, one. You will see at the bottom of each technical assistance sessions. Ii thought I had it up here, doesn't matter. The technical assistance sessions are done two ways. Generic, and specific.

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Dr. Batsche: They're done via webinars. And they're done following a needs assessment, so one month after the training, a needs assessment using survey monkey. And those of you, how many of you are familiar with survey monkey? Great, so you know that the data are analyzed, you don't have to do anything. We send stuff out to the teams, and say what questions do you want generically covered? And what ones do you need specific additional training in? So a lot of the generic ones are about systems things, it's about they're generic questions. But for some it's actual skill stuff. So those webinars or adobe connect, technical assistance sessions are based upon what the teams that were just trained say they need. One month later. And of course

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that distance learning stuff has worked out very well for us, doesn't cost anything, it's based upon their needs.

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Dr. Batsche: they forward to the TA sessions. And at any point in-between via email and what have you, they can get also technical assistance. But there is TA associated with every day of training about a month later. Earlier if needed. Are there any questions about any of that stuff? You can look it over more carefully when you get it. Yes thank you? Speak way up. Yes. School based leadership teams. Yep. And so how do we evaluate this, I've already mentioned it. We do direct assessments of skills, which you do not have yes? What? Who are the trainers? They are individuals who have the skills to do this.

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Dr. Batsche: So, they come, they come from a variety of sources. Our project has some. We have regional coordinators, three of them, and regional facilitator, three of them tied to those regions. But we also use, we contract basically through in-kind services, from school districts and schools that are doing this successfully, to bring school based people into that training cadre. So we, every summer we have training of trainers institutes that last for a week. At the end of the first year, because we have cohorts, so at the end of the first year we have the training of trainer's institutes, because they then are going to start training a second cohort at the end of the first year. At the end of the second year we had the second year.

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Dr. Batsche: At the end of the third year we had the third year, now we have summer training of trainer's institutes that are not targeted toward a year, because we've completed all the three years, three years ago. So we have that more as technical assistance, and we with everybody who is gonna be doing the training, we do calibration once again. Go through all the materials, all the training devices, all the skill assessments. So that everybody if they have had any drift, then we're able to spend that week, four and a half days, working with our trainers to be sure that they're confident about what they're gonna do. Now after you've been training one year, you know you come back with all of the issues, well what do you do when the school based leadership team says this? Or what do you do with this piece of data when they do that? So a lot of it is them coming back needing help around issues, training issues that they struggled with.

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Dr. Batsche: So that, that institute is very important to us, because it helps control the drift. The number of trainers we use has to do with the number of, the way we're gonna train, and the number of people being trained. So right now we're running regional training, since everybody already has the initial MTSS training on just secondary, middle school high school application. And that includes the educational review system, it includes the early warning system, it focuses, one focus just on scheduling. And the other focus is on common assessments. How to use authentic curriculum based data to construct common assessments that occur once every five weeks, but these people are already doing RtI, so now the issue is how do we tweak it for that second level.

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Dr. Batsche: We don't need as many trainers to do that. Because the skill of the people coming is much higher than it was six year ago, does that answer the question? So we have lots of trainers. But we use subsets of them. And draw heavily from the school districts. I would love to see a day where we don't have to do this anymore. There is such capacity out there in every district, that they can do it for themselves. And one of the things at the end of the training that we talk with them about is how are you gonna deal with movement and turnover of staff? How are you gonna do initial training for new staff? How are you gonna provide mentors for new staff? How do you keep the continuity of this going when the faces change? And at the district level we say things like, how many of you here in Virginia, this is a huge problem in Florida.

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Dr. Batsche: And I hate it, hopefully you don't have it. Are you guys playing the principal roulette thing where you move em' around? Good. It's awful. That's where they take a principal in a high performing building, and shift him or her to a lower performing building, and don't pay attention to what they put in the high performing building. And there was wonderful article in Education Week about a year ago, of what happens to a building three years after the leader of that building in which it was high performing left. And the data are disastrous. So we ask buildings, I mean districts, what are the MTSS leadership skills that would be a pre-requisite when you shifted principals in a building. You can't take a leader with no MTSS skills, and put him or her in a building that had been brought up to proficiency, and expect to maintain. So there is a leadership continuity, and there is a staff continuity.

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Dr. Batsche: And that's all part of the professional development process. It has to be built into that. So for example, all of our districts have all new staff, have to bring the certificate of completion of that online course, before their first day of work in the district. They can do it over the summer, or they can do it, they have to take if they haven't taken it. To get their head in the game about this stuff. That online course is required for graduate of pre-service education programs. It's just an online distance learning thing you can take whenever you want, you have to. So we're trying to get this common experience to lead to common language, common understanding.

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Dr. Batsche: We have school districts, Pascale county just north of Hillsborough, 70,000 students. They give everyone not classroom teachers, but everyone else applying for a job a case study. And they have a scoring rubric, and on MTSS to see how they would apply it. And if they can't do it, and they have other candidate they can, the candidate who can get the job. Because school districts rightfully so shouldn't be having to take their in-service money to fix people coming out of universities, that the universities didn't train for the culture of the real world. Okay. So I encourage superintendents, call the dean of the colleges of education where you get a lot of your students, and say listen up. Here is the deal, they either come with this skillset or we'll find them from some place else. We love you; we just don't like your behavior. Don't take it personally this is business.

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Dr. Batsche: A lot of money goes into professional development that could be targeted elsewhere to support things like intervention support and that kind of stuff, instead of brining somebody else up to speed that somebody else should have trained. So if you're universities are in the dark ages, then you need to help em' learn to walk upright. So and I have no issue with that. You are the consumer of their services. You shouldn't' have to take what they decide to give you, you should tell them what you need. But you have to step up to the bar to do that. So interestingly we're in the process right now, I did one at the end of February. I'm doing one on the 25th of I think the 25th of March, and another one in April. These are webinars for faculty of colleges of education throughout Florida, on MTSS. And three monthly webinars, and you would, it shocked em to k now that the questions they ask would be like, so what's CBM?

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Dr. Batsche: It's like seriously? Fortunately we do this on a webinar, so we're doing things at the place we're doing it, like uh, can you believe. Oh my god. So but of course

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nobody knows that because they've just got the PowerPoint and all of this kind of stuff, we keep it on mute a lot. When people make snide comments, so part of the issue is that higher Ed side of it. If you're interested Cindi, I have the stuff that has been done at the national level with NCAID (?) and AACTE on the domains of practice and training. Of training and practice at the pre-service level for an MTSS system at the pre-service level. So if you have those connections, I can, so if you mark that down too and I hate to ask you to do that like you're the person that I'm telling to do something. But I don't have a pen up here; I will send that to you. And I can do that today cause it's on my laptop. Okay what else? Yes.

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Dr. Batsche: Yes. Yes. And that's, I was up in my room getting my bag, and I told them I was gonna add something to this. And after two days at my advanced age of senility I couldn't remember what it was, but you just reminded me. So, I'll give you a stretch break in a few minutes, and then I'll show you our leadership standards, and those guide. We have these FEPs, accomplished practices that you have to demonstrate to get a principal's license. Yes. But like Virginia I'm sure, Florida, floridizes everything. So it's the Florida version of that. Right.

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Dr. Batsche: We would never take something at a national level, because that would imply that that standard is better than us. Okay, it's a lot easier. So here are the program evaluation methods, the direct assessments. If you'll take the pink sheet in front of you, oh okay. If you'll take the pink sheet that says tier 1 and 2 observation checklist, and just glance at it. Thank you.

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Dr. Batsche: Thank god that's going on a box attached to me as opposed to what the other options could be. So on this pink sheet, and I'll go back to Scott. That I did yesterday. So his team goes back, and the team does this. Now if we're observing, if we're visiting buildings doing technical assistance we can do some of that, then we might do it. But we train the team how to use this tool to monitor their own integrity at every meeting where tier 1 or tier 2 data based problem solving is taking place. There is also a tier 3 individual student; all of those are in that technical manual. And we have videos, and you'd be surprised. I was. But I've learned.

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Dr. Batsche: We have videos of a team doing data based problem solving, and the team it's a analog, we you know created it. And we built in errors that people would do. And then we have like this team observe the video, and they evaluate how well the team implemented the process the way it was supposed to be implemented. Then we compare ratings. And if you think those ratings are close, you're wrong. Because everybody's definition of data were used to determine the effectiveness of core instruction, they have different views of what that data might be. So we actually work through this process, and that's what the observation forms are. I don't believe, I didn't. There is a similar form for permanent products. So we actually have schools, de-identify and send us intervention plans.

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Dr. Batsche: And I have in my case I happen to have graduate PhD students who are highly trained in this stuff. And we have two labs, one is called the fishbowl, and one is called the cave. And they sit in there doing interater agreement of this stuff, when we first developed it be sure it was done correctly. So if you followed the process through the observation, then your intervention report should be organized around the elements of the process. So that's the only way we have to know if what we saw turned into a product that reflected the critical elements. So that's also in that technical, and then implementation we use the self-reports of the SAPC (?). So I'm just gonna see if you have any questions about any of that. All right I'll show you some data, I already told you about that. This is an example of a skill assessment; use the five steps of problem identification to make a tier 1 decision for Victor.

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Dr. Batsche: You know that case study I showed you of Victor, the behavior? That's it. So what is the desired replacement behavior? What is the current level of performance, expected performance? What is the peer level of performance? What is the gap between expected level and student? Peer level and student? Expected level and peer level? Based upon observation and we gave em' some ODR data too, would you support a tier 1 or tier 2 intervention? Justify your answer with the appropriate data. That's the level of the skill assessment, cause if you can't do this in training, you can't do it back at your school. So that's, it's fun. So, results of skill assessment this is what it looks like. Problem identification, problem analysis, we get the average of scoring those assessments. And look at this; this is what I talked to you about before.

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Dr. Batsche: Identifying new problem skill area. And then engaging the four steps of problem identification when the case study changed. When I saw those data, I was like I want it recalculated. These people obviously have traumatic brain injury at some point between the first one, what is going on here? And then we actually went into the stuff, and saw what happened. We pulled a bunch of the samples, so when we gave a case very similar to what we trained, we had 80% accuracy. When we modified it to something different, and in one case we gave em' a behavior case and switched it to academics. In another case they had an academic case, and we switched it to behavior. It was like you can't transfer the basic thing, so this is serious. Because if you are training one way, and you assume they can do it, then you find at the school level people pushing back saying it's not working.

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Dr. Batsche: We can't do this. It probably has a lot to do with this, so that's when we put the brakes on. Revamped our problem identification training modules, we went back to what we should have known with Stokes, Bare and Osnus (?) and trained loosely instead of very specifically. We frustrated them by not giving them all the structure they wanted, but when they had to supply the structure they got better faster. So we totally change dour training based upon these data, so that was good new for the training. But once again unless we collected data like this we would never have known that they didn't get it, so food for though. Fidelity, you have the fidelity checklist in front of you. What you don't have is this is the critical components checklist, this is for tier 3.

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Dr. Batsche: You have tiers 1 and 2. Tiers 1 and 2 we do present or absent. Tier 1, 2, and tier 3 we do scored on 1, 2, or 3 because the stakes are higher. And 1, 2, or 3 when you go in the technical manual, there is a scoring rubric for everyone one of these. A one means they did this. A two means they did this. A three means they did this. So that you get a lot of consistency in the evaluation, all of that is in that technical manual. So here I want to show you come outcome data from the treatment integrity. This is the first dataset and it's not a blank, it's not blank. The scores on the integrity measure were all zero.

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Dr. Batsche: And yet these schools initially had levels of 3 and 3.5 for implementation of RtI, so our conclusions was; you're implementing RtI, but it's not the RtI we've ever seen. Year two. These schools started doing things like using progress-monitoring data the way they were supposed to. That doesn't mean collecting progress monitoring

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data. Anybody can collect data, it's they were using it the right way. And it tied to the training. Year three, we started to see data to determine effectiveness of core; they actually were showing some skills at it. Not many, but some. And in year four, all of a sudden the integrity started to come around. So what we learned from the yes?

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Dr. Batsche: It was simply participating in the professional development, the feedback, and as you know like any other skill I don't want to get university like. But the growth of all human skills is in what is called a negatively accelerating increasing function curve. So it goes like this, and then rapidly accelerates. So you kind of stay low, stay low, stay low as you're getting the skills, and then all of a sudden it comes together for you. And then you go up. Almost all human behavior is learned that way, so you're taking tennis lessons and you think you're awful. And then one day you have a breakthrough. Well it wasn't you had a breakthrough; it was finally the things came together. So we believe that this negatively accelerating increasing function activity, which is to be expected. But here is the take home lesson, you have to implement bless you. You have to implement before you get integrity.

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Dr. Batsche: Do not slow implementation because you don't have integrity. People have to do it for a while before they get better at it, just don't let em' make any life rendering decisions if their data suck. That's important. So what we learned was, we were so concerned about fidelity, but we weren't gonna move ahead. We're like wait wait wait wait, if you're not going out to the tennis court every day and being very bad, you're not gonna get very good. So we gave up this issue that fidelity reigns supreme, and went to people need time and practice to do this. And when they get in the habit of doing it, now we'll work on increasing the quality of it. But until the production gets there, we can't keep saying no no no, because you're not doing it right. And slapping them, and not letting them move forward. That does not work well with adults. So lay it out there, and then work on, that is what we came away with.

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Dr. Batsche: That's the sheet you have in front of you. We have initial and follow up versions of it. So this is initial problem solving team-meeting checklists, this will give you a sense when they were in training they were at 80 and 90% accuracy. And when we went into the field to do observation that was the drift. The drift was about 20 to 25%. So the loss from the training environment to the application environment is significant. We actually were happy with this after we went from 80 something to 30

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something. We were like we'll take 60 and go from there. So I'm sure that you, I continue to be overwhelmed with the energy that was put into this professional development.

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Dr. Batsche: And the integrity, and the skill assessments and all of that kind of stuff. We honestly believe we did it the right way, and looking back on it we cannot find anything we would have done differently based upon the data. So with all of that, that we're really happy with that when we transfer to the building level, this is the level that is a result of that really great training. We're not saddened by that, we're humbled by the fact that there is a huge drift between training and implementation, and then that speaks to the need for technical assistance to move these back up into the 80 some odd percent range. So I'm presenting these data to you for the humbling effect that it had on us as well. And we don't need to look at that. Okay. Action plans are you ready to do that? So I need to go back to…

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00:43:00

Dr. Batsche: Okay, if you'll take out your buff paper please. Obviously too much sugar going on up here. Hey. You know what, you know how you know if somebody's an educator. You can go into Kinkos and actually name the colors of everyone of the papers. You know the difference between canary yellow and golden rod exactly. How many of you if you've been a building principal hopefully you know this. How many of you have ever heard of or interacted with oriental trading company? So if you didn't know what a gross was before you met that company, you now know what a gross is. And if you have ever done that, as soon as I was responsible for that at the building level, I absolutely quit going to those things at the fair.

00:44:08

Dr. Batsche: Where you would spend $15 to get a stuffed animal that I paid 95 cents for through the oriental trading company, that was probably stuffed with the hair of dead animals that had not been cleaned. So yeah that changed my life. Totally changed my life. Okay. I'm gonna have to give you timing on this. Listen up. Because we have done so much stuff already on your goals, I am going to give you 10 minutes to identify the goal that you want to problem solve or action plan for around aligning MTSS with behavior and academics.

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00:45:02

Dr. Batsche: But, you have all those other areas or alignment to look at, because I'm well aware that some of you are RtI only and don't have any behavior stuff, and vice a versa. So if you wish to pick one of those other areas like data based problem solving, then feel free to do that. I just want you to pick a goal that you think is gonna be important for your movement on implementation on this as an integrated model, or on the behavior or academic side. We've talked about a lot of tools that you can use for measuring implementation and progress monitoring, you should be able to identify what tool you wish to use to assess your goal. So I'm gonna give you ten minutes to do that, if you need help cause we're not gonna do report out. If you need help raise your hand, and I will come around and as quickly as I can.

00:46:05

Dr. Batsche: So ten minutes go.

[Tape cuts]

Dr. Batsche: if you're okay with your goal and your measurement method put your hand up, if you're okay with your goal and your measurement method please put your hand up so I can see it. Hand up if you did a goal and have a measurement method. Good. Okay. Now the second step. You have to use brainstorming rules, you guys could use I think in listening to many tables, you guys could use a tier 2 or a tier 3 intervention around sticking to brainstorming rules. So you need to have somebody at the table who is your ombuds-person to say stick to the brainstorming rules.

00:47:01

Dr. Batsche: In this case in particular, don't if you engage in a lot of sidebar or expansive conversation it's not gonna work very well. So I'm gonna give you five or six minutes, I tell you what I'll give you 10 minutes. So you can spend up to five minutes on each, and when you've run out of, here is when you know when you're done with this. Nobody else is giving any resources or obstacles, your brains are empty. Then if you want to talk about that a little bit that's fine, but until your brains are empty stick to brainstorming. Do resources first, all the resources you think that you have to help you get your goal, then go to obstacles. Go.

[Tape cuts]

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Dr. Batsche: How many of you, please put your hand up, did you go to the next step and prioritize the obstacles? How many of you did that? All right. If you haven't I want you to do that. And then we're gonna move to the next step, and I want to give you just a little guidance on the next step.

00:48:03

Dr. Batsche: The next step is what are the possible strategies to reduce or eliminate the obstacle. The first thing I want you to do is go and look at your resources, and see if you have any resources you can use to do that. So for example, lets say that you, an obstacle is that we have large numbers of people not trained in the problem solving process, but one of your resources is you have a highly supported effective professional development unit in your division. Then you could use that resource and maybe another resource was you have a half a dozen people in the division who are really good at this, so you combine the PD resource with the people resource, and apply it to eliminating or reducing that skill deficit in your staff. If not if it's not in your resources then brainstorm those strategies, but only do in the interest of time, don't do more than two obstacles.

00:49:06

Dr. Batsche: And if you did one that would be fine with me. I'll give you about ten minutes to take one obstacle and brainstorm.

[Tape cuts]

Dr. Batsche: 5, 4, 3, 2.5, 2, 1.35, 1, 0. Thank you. How many of you identified at least one strategy? Hand up please, way up. How many of you thank you hands down, how many of you ran into some as you were doing this, some consensus issues?

00:50:02

Dr. Batsche: Okay that will happen. The goal of this step is to come up with a specific strategy you have consensus around. What will happen here if you have trouble with consensus at this step, there probably wasn't consensus at a previous step about what the obstacle really meant okay. So sometimes you have to go back, and by the way I want you to know, and just so that I don't totally frustrate you. This process to where we're gonna get to today, normally takes a good three hours. Three to four hours. But I couldn't do that with you because you need a person who facilitates it, and I've done some of that at your tables, redirected you or what have you, but I wanted you to get a flavor for this.

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Dr. Batsche: So if you have a strategy put up your hand again please, way up. Okay. Look at the next step. Now we're getting even narrower and very specific. The next step is develop an action plan, I've combined steps 5 and 6, what are you gonna do? What is your strategy, that's just a restatement of your strategy. Who will be responsible? You need an accountable person for this plan by name, name em', take prisoners. What are the timelines, when are you gonna start it? How long is it gonna take? What resources are you gonna use? I was listening to a number, and a resource would be you're gonna use your PLCs to do this with. You're gonna use your professional development, whatever resources.

00:52:02

Dr. Batsche: And then who is gonna be responsible for following up? Now we also at this point set a date for the follow-up meeting of this leadership team to come back and look at the data. You have to set up a follow up date. Even if it's an interim progress report. Set a date. And you want it within no more than a month of when this implementation plan is supposed to start, even if it's just follow up. And it can be tied to another meeting, but a stake in the sand. Your calendar it's like a day to day, so take your strategy, I just want to check one other thing here. I think I put it on the next slide. Take your strategy, apply it to these things, that's what's on your paper, but I also want you to identify how you're going to evaluate.

00:53:08

Dr. Batsche: So I heard, can I use your example, is that okay? An example over here was developing behavioral expectations right? Specific behavioral expectations around that, they might have to develop kind of a belief survey with certain items on it to give via survey monkey anonymously to find out whether what they've been doing the training on is agreed upon by, cause your goal, your obstacle was lack of consensus. So if your obstacle is lack of consensus around something, then your measurement tool has to be consensus, because that's your obstacle you're trying to reduce. So do the action plan, and say how you're gonna measure it. This shouldn't take you very long, so I'm only gonna give you about seven minutes.

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Dr. Batsche: So keep the chatter down and go after it.

[Tape cuts]

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Dr. Batsche: Very very important please raise your hand if you're tired? Please raise your hand if you want to go home? Great you're almost ready to go home. I just want to bring closure to this. The last two steps are the hardest. And here is evidence of when it's getting hard. And I walked around to many tables and listened, this is not a criticism it's a naturally occurring event. When it really gets down to putting these ideas into plans and actions, that's hard. So you all of a sudden start hearing a lot of side chatter about things, because as you get closer to trying to do that it's hard. And so it's easier to back away and talk about something else. So how many of you have come up with filling in the blanks for at least one plan with what you had.

00:55:07

Dr. Batsche: I went around and saw tons of it done, okay. Remember that developing interventions, implementing them with integrity, and following up is always the least well done part of problem solving. Admiring the problem is a natural gift all educators have. It's genetically endowed. So moving from an admiration to action is often difficult. So kind of pulling this together for you, you have to have a way to measure it. Now I'm gonna take you back to your first step, I would like for you to go back to the front page please. Your plan to reduce or eliminate the obstacle is not your goal is it?

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Dr. Batsche: Your goal was something else, so you're gonna evaluate the reduction in the obstacle, but whatever you're using to measure your original goal, you keep using and as the obstacles are removed, that original goal the data for it should show that the implementation is happening. So the insight, the take home message here is that pounding the rock and going after that goal, and not attending to the obstacles will not allow you to achieve that goal. You really accelerate the goal as you remove the obstacles to it, does that makes sense? So that's why this process is so important for systems change. So you're gonna be evaluating two things, you're going to be evaluating who well the obstacle was reduced, and the ongoing evaluation on how well you're doing on the goal that the obstacle is inhibiting. So I wanted you to go through the critical steps of this, the remaining steps are follow up and what I just talked about, evaluate how your original goal is doing when you take away the obstacles.

00:57:11

Dr. Batsche: And I just wanted to give you a flavor of the kind and level of work that's necessary to really move this implementation. What we found is we've been doing this for eight years now, and what we found was people though they could PD their way

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through this, by doing enough professional development, you would give the people the skills and it would happen. Professional development is infrastructure, it's not implementation. Implementation this is a school reform initiative. It's a way, a different way of doing work. It requires serious systems attention, either at the school level or at the district level. So that's why this 8 step problem solving process is necessary even if you PD your way to heaven.

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Dr. Batsche: You would have highly skilled people running around disorganized. So it's the combination of rigorous PD with good systems supports, and getting obstacles out of the way. With that I really want to thank you for your hard work. And I have such respect for the people in this room and I didn't even know you, but I watch what you're doing. I watch how your passion for your work, I saw some of your action plans. And anybody that would put up with this for two days has got to have some value added skillsets. I don't know that I could have sat through this for two days personally, so I'm pretty much in awe of the fact that you did it. I know that Cindi has a couple of things that she wants to say.

00:59:00

Dr. Batsche: I really want to wish you awesome luck as you do this. If there is anything that with any of our materials, or our stuff that we can do to help you, all you have to is either email me directly. Or go through Cindi and the state group. And we can get that to you. And I hope you have an awesome rest of your school year, so you're about a minute away from going home. Take advantage of it. Thank you. Loud clapping can be a sign that you enjoyed it or your just so freaking glad it's over with.

Dr. Cave: Thank you. I can't have your phone. What I have to say is thank you George. You know we'll be bringing George back. Thank you all for being here, your attention and have a lovely trip home, and enjoy your weekend. See you later, see you next time bye.